

NEW ZEALAND ASSOCIATION FOR RESEARCH IN EDUCATION

TE HUNGA RANGAHAU MĀTAURANGA O AOTEAROA

McKenzie Award 2005

The recipient of the 2005 McKenzie Award is Professor Margaret Carr from the University of Waikato.

Professor Carr is a distinguished researcher whose work is highly regarded throughout New Zealand and internationally. Her Herbison address to the joint NZARE-AARE conference in 2003 was a superb exposition of many of her research themes, and of her own change of research lens to a socio-cultural approach, where she identified things that she had not seen before. Margaret is regularly invited to present international keynote addresses. She was promoted to a personal chair in Education in 2005 and was made an Officer of the New Zealand Order of Merit in 2002 for services to early childhood education. With Professor Helen May she was responsible for the design of Te Whāriki, an international benchmark for early years curriculum. Professor Carr began her academic career as a geographer, then after a period as a parent and potter, returned to train as a kindergarten teacher in 1979. She taught in kindergartens until she joined the staff of Hamilton Teachers' College in 1986, becoming part of the University of Waikato following its merger with the College in 1991. Since then her contribution to research in early years education, and to educational assessment more widely, has been outstanding. Her publication rate has been prolific and she has worked both alone and in collaboration with colleagues such as Professor Helen May, Professor Anne Smith, Professor Guy Claxton, Dr Sally Peters and Dr Bronwen Cowie. Her PhD thesis, awarded in 1998, received high praise from the distinguished international examiner and provided the foundation for an amazing burst of research productivity. Margaret's research is notable both for its theoretical rigour and for its grounding in early childhood educational settings. Her detailed analyses of children's patterns of behaviour and conversations provide a firm basis for new theoretical insights. She is methodologically strong and innovative. Her writing is also strongly grounded in psychological and sociological theory. Her work is thoughtful and imaginative, characterised by intellectual curiosity, detailed observation, and a commitment to the central importance of early years education.

Margaret's work on learning dispositions and assessment has achieved international recognition across the board and has led to numerous invitations to present keynote addresses at international conferences. Her book, *Assessment in Early Childhood Settings: Learning Stories*, has been translated into Danish. She is a member of a number of international editorial boards and has held visiting scholar posts. Within New Zealand Margaret has directed five major Ministry of Education contracts, and been co-principal researcher for a Marsden Fund research contract on dispositions in a social context. She has acted as a policy adviser to the Ministry of Education, and been a member of several research project advisory committees and working groups. She was elected to the Board of NZCER in 2002, and is currently serving as Deputy Chairperson. The dissemination of her research findings has often been innovative. Margaret has always been determined that her work should be accessible to teachers and parents as well as to academics. Alongside her extensive list of articles in refereed journals and books, she has made a series of videotapes for parents and teachers, which present information and ideas in authentic and understandable ways. These videotapes have been widely used and influential. She also responds to numerous requests to speak to groups. Margaret has proved a gifted supervisor of graduate research, often mentoring colleagues, which is a difficult role. She has also been in demand to referee other publishing and has acted as external examiner. It is with considerable pride and pleasure that the New Zealand Association for Research in Education recognises Margaret's contribution to education research by conferring on her its 2005 McKenzie Award.



Margaret Carr